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| 1. What is our purpose? |
| To inquire into the following:  1. **Transdisciplinary Theme**   WHO WE ARE   1. **Central Idea**   Human beings build relationships within different social groups.  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**: Performance Assessment  **Tool**:  **Description:**  **Prompt**:    **Evidence:** |

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| **Class/Grade:** Kinder | PYP Planner |
| **Age Group:** 5-6 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Date:** August 31 to October 1st 2.009 | |
| **Teachers:** Fernando Arce, Chachi Cabal, Aura María Caicedo, Pilar Clavijo, Elaine Escobar, Clara Inés Flecher, Martha Parra, Claudia Madriñán, Claudia Herrera, Ivonne Muñoz, Ana Patricia Ortiz, William Osorio, María Elena Valencia, Juan Guillermo Velásquez & Sidey Viedman. | |
| **Proposed Duration:**  hours over 5 weeks | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?  CONNECTION | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * Different social groups to which I belong. * What makes me part of a family. * Different kinds of families. | |
| What teacher questions/provocations will drive these inquiries?  Provocation  The teachers will pretend to be children and play “Agua de Limón” in a circle keeping in mind 3 different social groups (Family, football team and class group). In each of them they will represent a situation where building relationships will be the main focus. | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**    **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?** | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  **Communication**   * Listening (L2) Following directions, basic commands. * Speaking (L1) Función expresiva y emotiva de la lengua.   **Research**   * Formulating questions (L1) Modalidad oracional-interrogación.   **Self-Management**   * Codes of behaviour (P.S.E.) Classroom rules.   (P.E. ) Safety rules.  **Social**   * **adopting a variety of group roles** (P.S.E.) Afectividad Sentido de pertenencia (Manadas)   **Learner Profile**  ATTRIBUTES    ATTITUDES   * Respect * Cooperation |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?** |

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| **6. To what extend did we achieve our purpose?-** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  . |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.** |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  They realize that everybody is different.  They learnt about themselves and respect others traditions. |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**   * Develop an understanding of the concepts identified in “What do we want to learn?”   Homework assignment traditions at home   * Develop particular attributes of the learner profile and/or attitudes?   **Profile**  **Attitudes:**  **Respect**  **Cooperation**  **In each case, explain your selection** |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  **What student–initiated actions arose from the learning?**  [Please begin typing here] |

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| **9. Teacher notes** |
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